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Student Success in the California Community Colleges:

Performance, Policy, and Practice



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of Community Colleges
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Topics

1. The challenge - statewide performance data
2. The opportunity – what we know from research
3. How policy can help
4. What colleges can do – institutional practice

Statewide Performance



California lags many other states in important aspects of higher education performance

- 37th in high school graduation rate
- 25th in 9th graders' chance of enrolling in college by age 19
- 45th in number of degrees/certificates awarded in relation to enrollment (community colleges)
- 38th/43rd in credentials and degrees per \$100,000 (all public institutions/community colleges)
- Percent of working-age adults with a college degree is declining with each younger age group

Source: NCHEMS Information Center for Higher Education Policymaking and Analysis. Year of data varies by measure, reflecting most recent available.

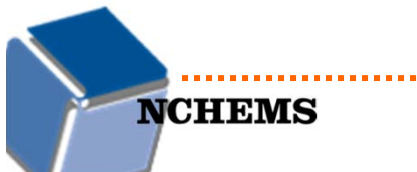
California Is Becoming Less Educated Than Other States (Rank Among States in % with College Degrees, 2011)

Age Group:	AA or Higher	BA or Higher
>64	4 th	6 th
45-64	17 th	16 th
35-44	30 th	18 th
25-34	29 th	25 th

Source: NCHEMS Information Center for Higher Education Policymaking and Analysis, based on U.S. Census Bureau's American Community Survey

Comparing California with Nations and Other States in the Percentage of Young Adult Degree Attainment (Ages 25-34)

U.S. States	%	OECD Country
	60	Korea (65.0)
	58	
	56	Japan, Canada
Massachusetts	54	
North Dakota	52	
Minnesota • New York	50	
New Jersey	48	Ireland
New Hampshire		Norway
Connecticut • Iowa	46	New Zealand, United Kingdom
Virginia • Illinois • Maryland • South Dakota		
Pennsylvania • Nebraska • Colorado • Vermont	44	Australia, Luxembourg, Israel, Belgium
Rhode Island • Kansas		France
Montana • Wisconsin	42	UNITED STATES, Sweden
• Washington		Netherlands, Switzerland
Missouri • Hawaii	40	
Wyoming • Maine • Delaware • Utah		Finland, Spain, Chile
Ohio • California • Oregon	38	Estonia, Denmark
Michigan • North Carolina		Poland
Indiana • Florida • South Carolina	36	Iceland
Georgia		
Alaska • Kentucky • Tennessee	34	
Arizona • Mississippi • Texas		
Alabama • Idaho	32	
Louisiana		Slovenia, Greece
Oklahoma • Arkansas • West Virginia	30	
Nevada	28	
New Mexico		
	26	Germany, Hungary
		Portugal
	24	Slovak Rep
		Czech Rep
	22	Mexico
		Austria, Italy
	20	
		Turkey (17.4)



Source: 2012 OECD Education at a Glance; 2010 American Community Survey



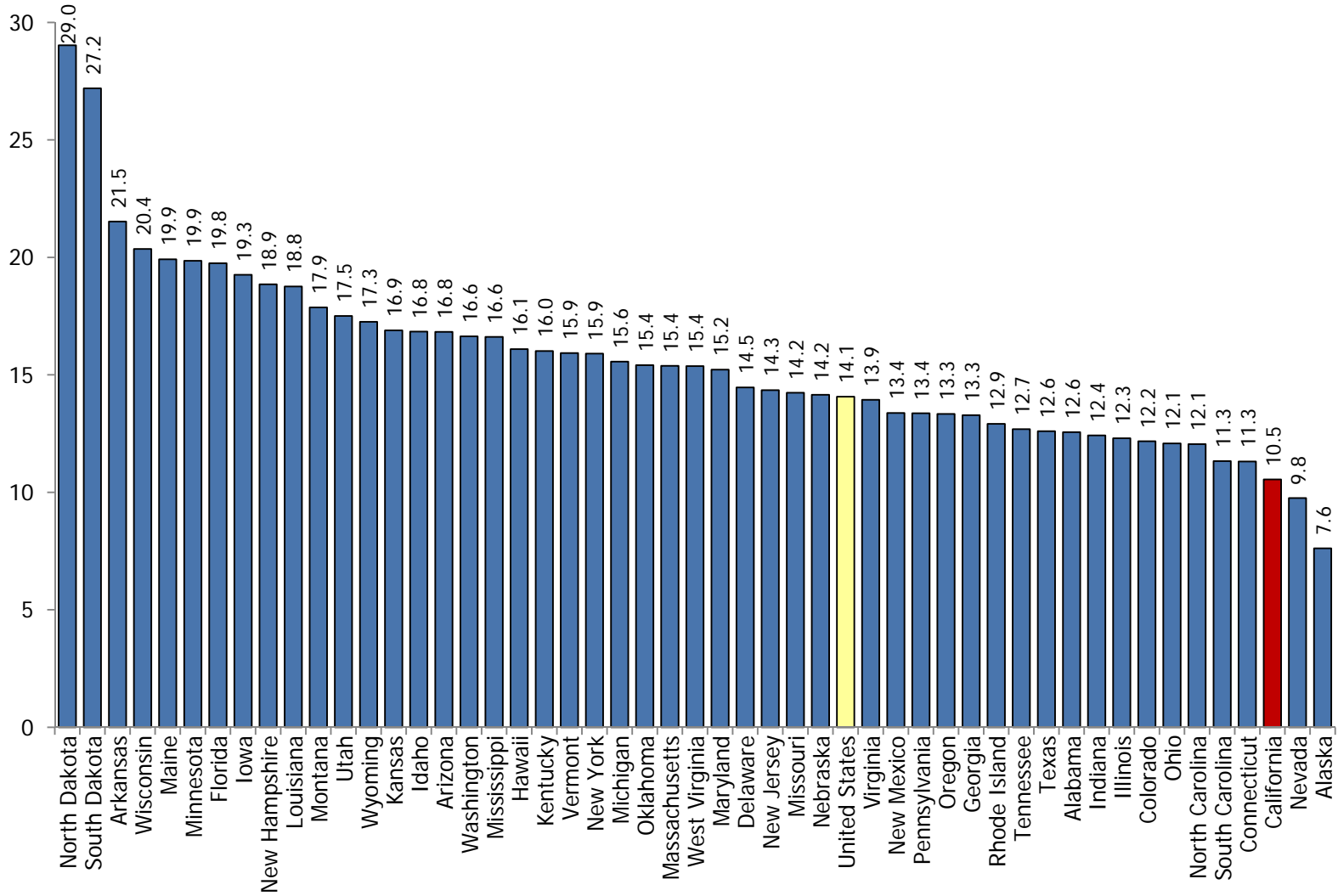
Closing the Education Attainment Gap in California

Additional degrees to reach 60% by 2025	3,500,000
Improving High School Graduation Rates to National Best	355,000
College-going rate to National Best	230,000
Improving College Completion of Public & Private 4-year	275,000
Remaining Gap	2,640,000
Improving Completion at Community Colleges to the National Best	2,535,000

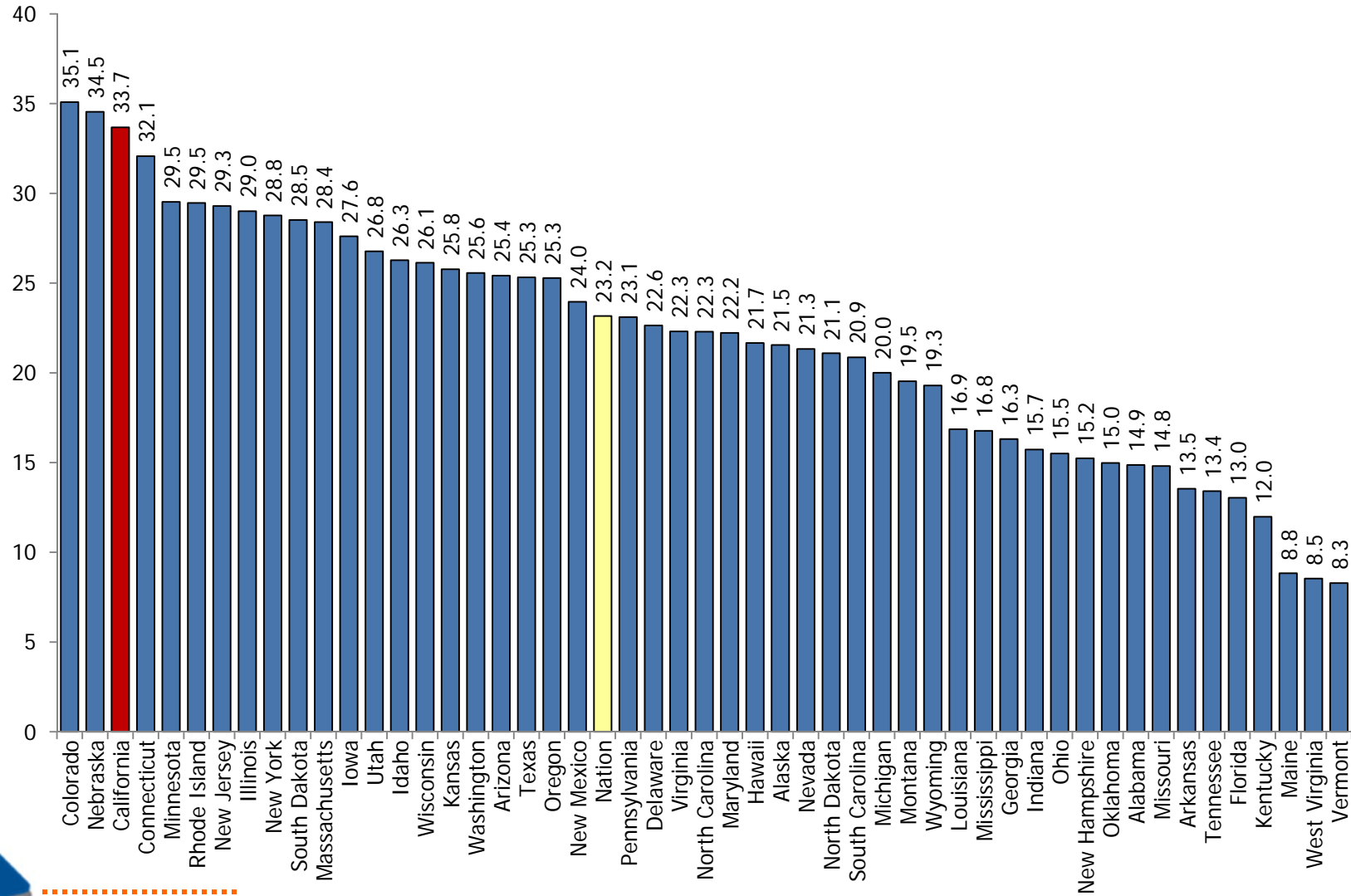
*Calculations assume enrollments of first-time students are distributed in a constant manner

	Recent HS Grads	Age 20-39
Public Research	15%	0
Public Baccalaureates & Masters	18	.0
Private	12	16
Community Colleges	55	82

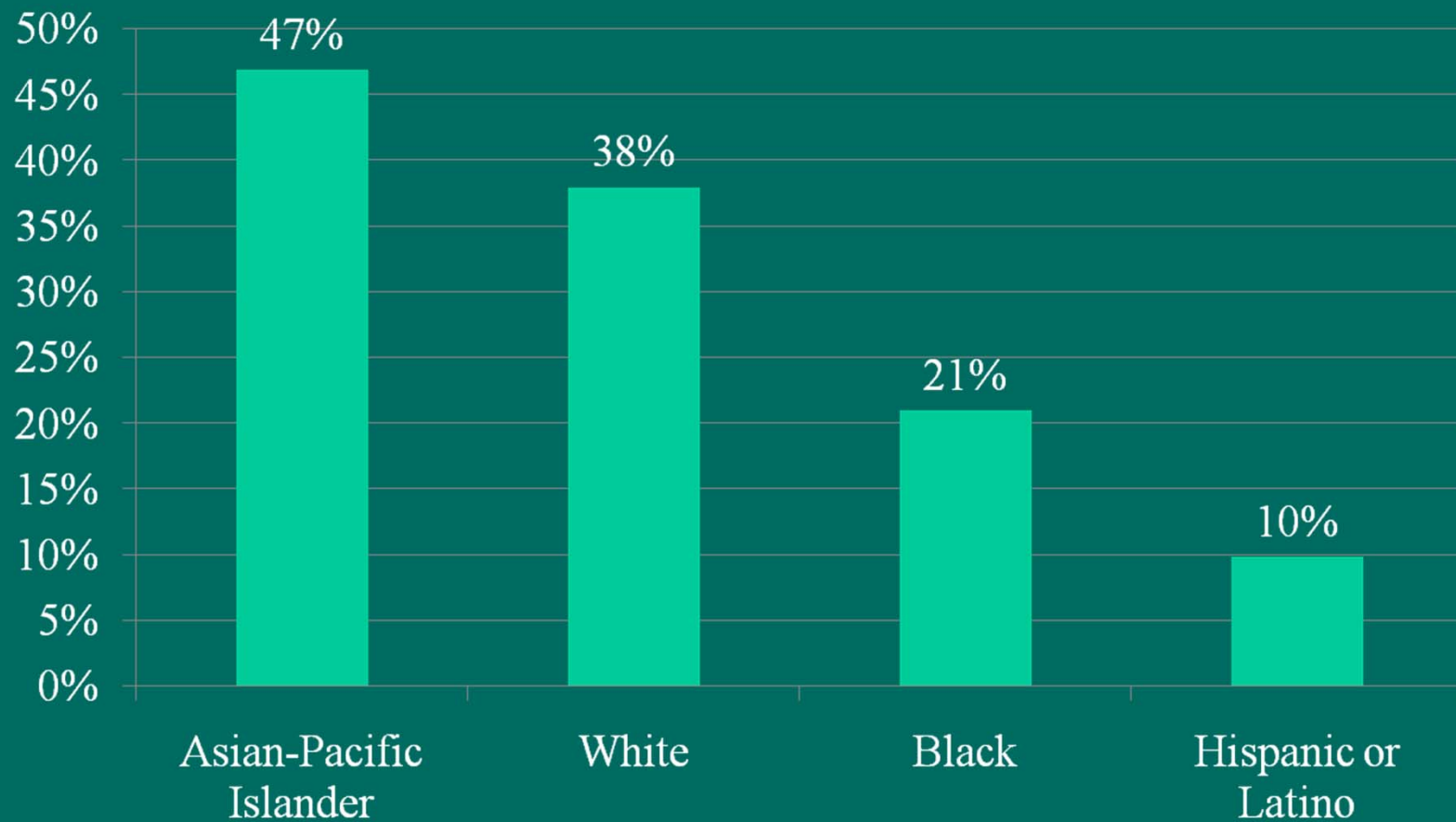
Undergraduate Awards (One Year and More) per 100 FTE Undergraduates – Public Two-Year, 2009-10



Difference in College Attainment Between Whites and Minorities (Blacks, Hispanics, Native Americans) (2008-10)

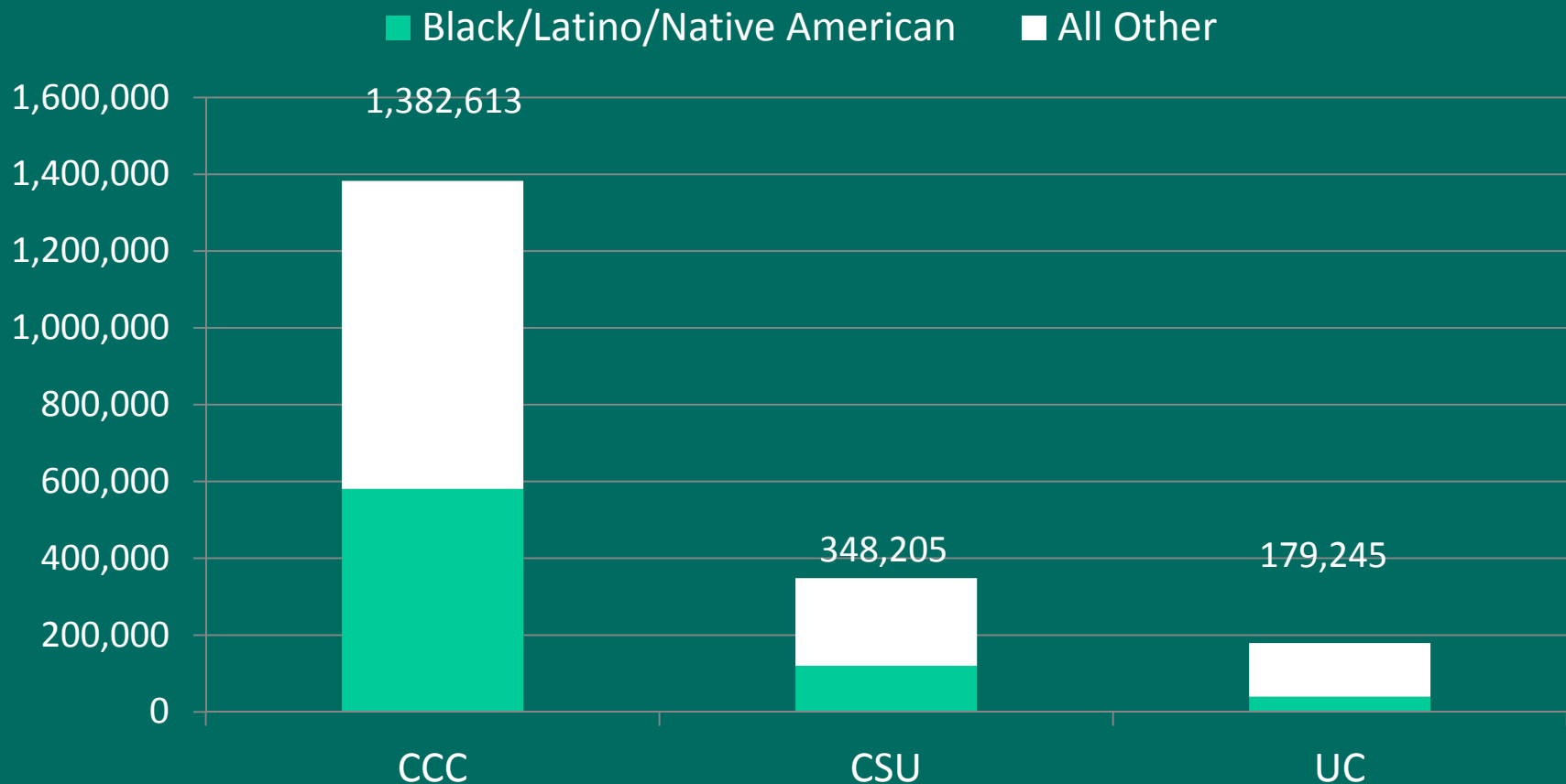


Racial/Ethnic Gaps in Percent of Adults with a BA



Source: US Census Bureau, 2009-2011 American Community Survey, Table B15002

Community Colleges are Key to Improving Education Levels - Enroll Most Undergraduates and Large Portion of Latino and Black Populations



Source: California Postsecondary Education Commission online data, total undergraduate enrollment in Fall 2010

Summary of Main Points

1. California needs a better educated population to be globally competitive – 3.5 million degrees to reach 60% by 2025
2. Remaining globally competitive will require removing inequities by race/ethnicity and region
3. Improving completion and cost per completion at community colleges is biggest opportunity for closing education attainment gap



Opportunities: We Know What Works (from research)

- College/career readiness
- Early momentum
- Clear goals and pathways
- Intensive/integrated student support



What Works - College/Career Readiness

- High school preparation – strong predictor of college success
- “Signals” about standards at CCC influence preparation
- K-16 alignment can improve college readiness
- Readiness involves “habits of mind” factors in addition to math, English, etc. (e.g., resiliency, persistence, motivation, “college knowledge”)

What Works - Early Momentum

- More successful patterns:
 - Early credit accumulation
 - Full-time, continuous enrollment
 - Timely registration
- Working too much hurts progress
- Long sequences of developmental ed don't work

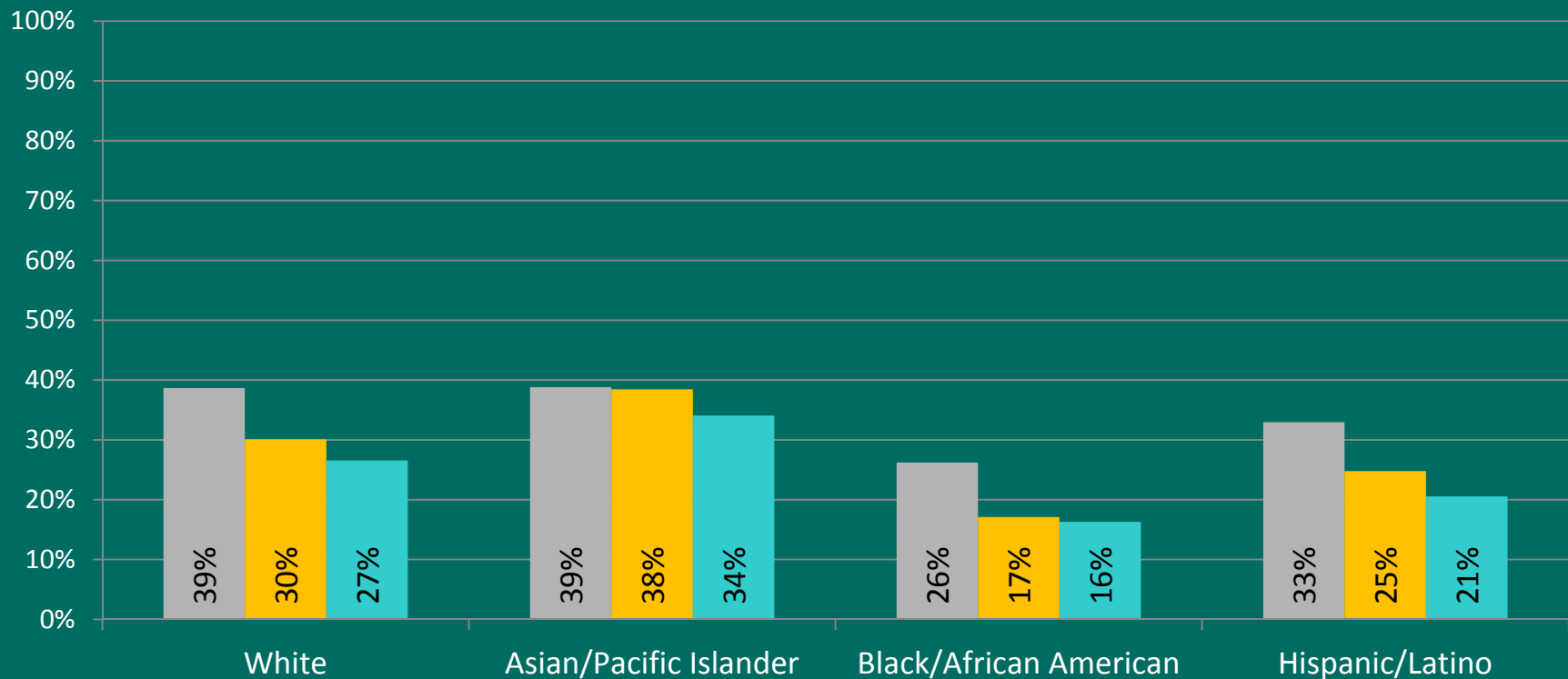
Student Enrollment Patterns are Important Factors in Likelihood of Completion (Within Seven Years)

Percent Who Completed (Certif/Assoc/Transfer)
by Success Indicator Behavior - Yes/No

Success Indicator:	<u>Yes</u>	<u>No</u>
CL math within two years	61%	22%
CL English within two years	51%	21%
Summer credits	45%	15%
Full-time in first term	39%	21%
On-time course registration	32%	24%
Continuous enrollment	36%	29%

Few Students Follow Successful Enrollment Patterns

■ Passed College-Level Eng w/in 2 Yrs ■ Passed College-Level Math w/in 2 Yrs
■ Earned 20+ Credits Year 1

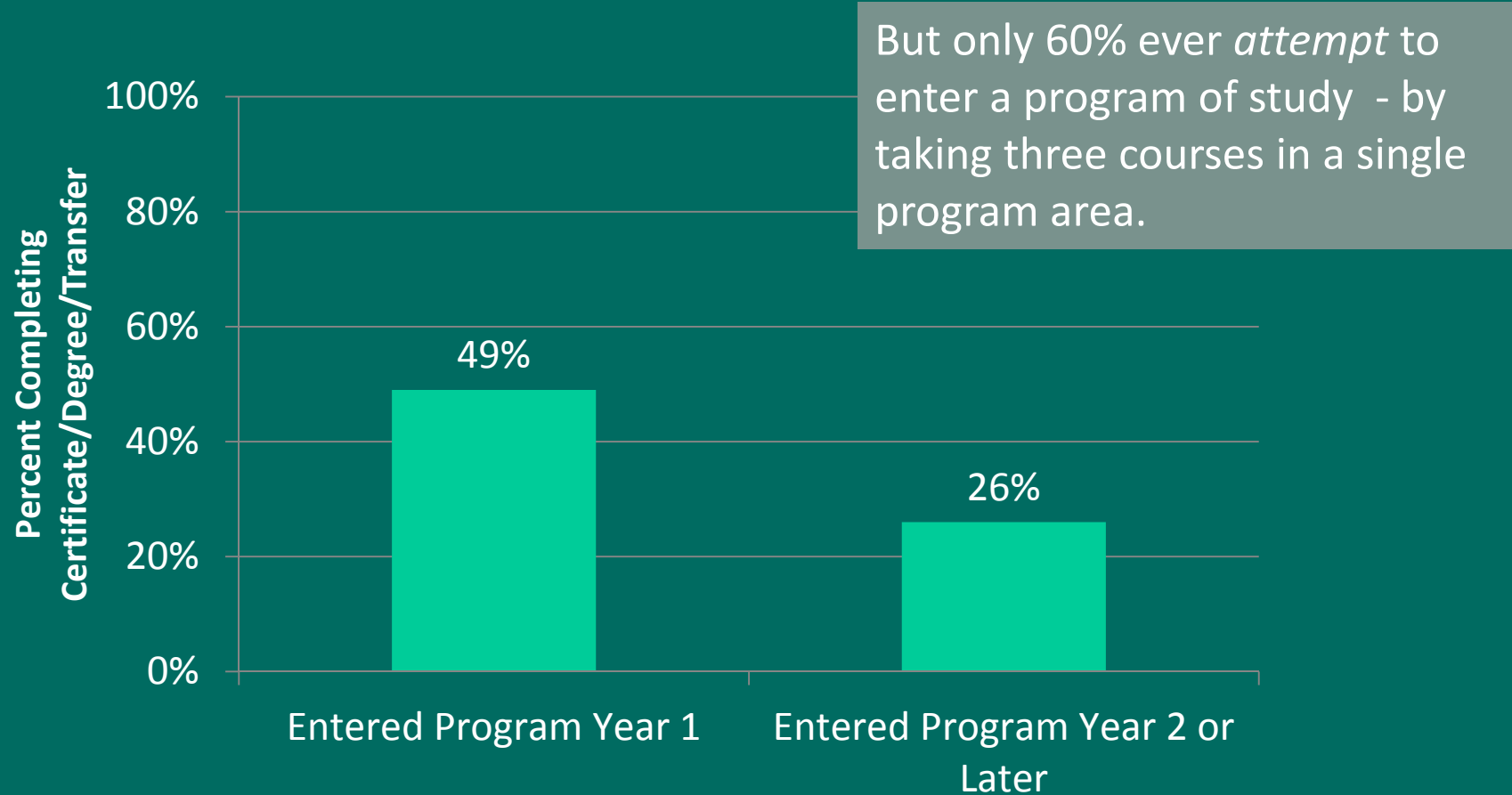


Source: IHELP, *Steps to Success: Analyzing Milestone Achievement to Improve Community College Student Outcomes*

What Works - Clear Goals and Pathways

- Structure matters
 - Clear set of choices helps students
- Goal of credential and enrollment in formal degree program – increases retention
- Enrolling in a program of study – important milestone
- Labor market rewards credentials

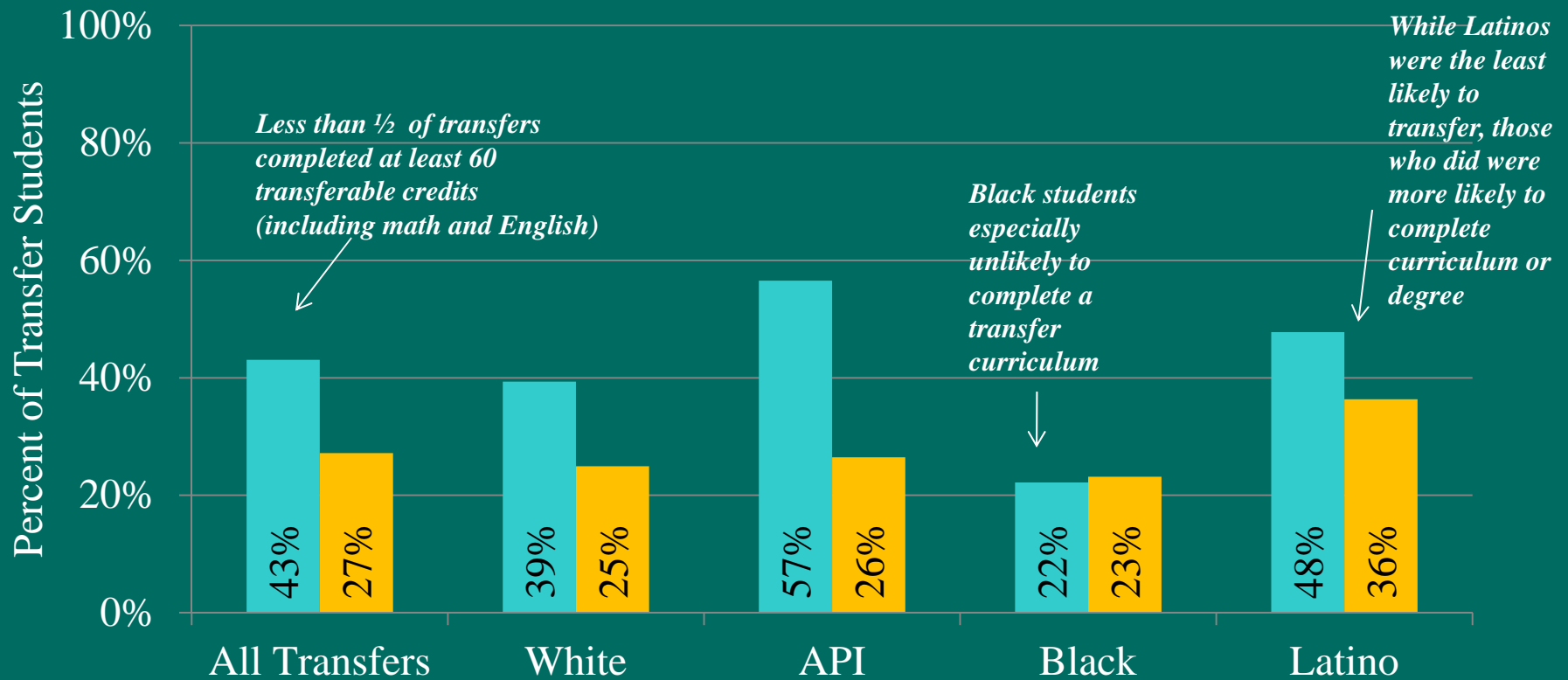
Completion Rate Nearly Twice as High among CCC Students Who Enter a Program of Study in Year 1



Source: IHELP, *Sense of Direction: The Importance of Helping Community College Students Select and Enter a Program of Study*

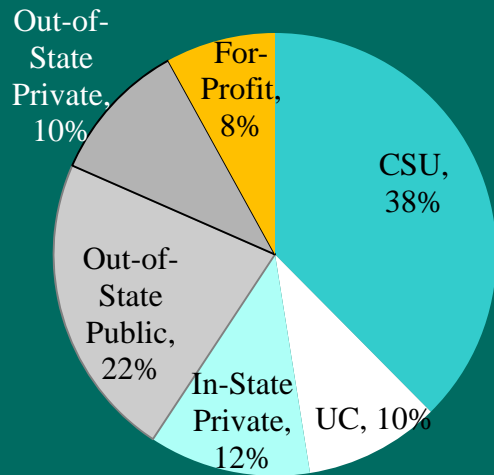
Transfer Doesn't Mean Completing Two Years of Credit, Especially for Black Students

- % of Transfers that Completed Transfer Curriculum
- % of Transfers that Completed Associate Degree

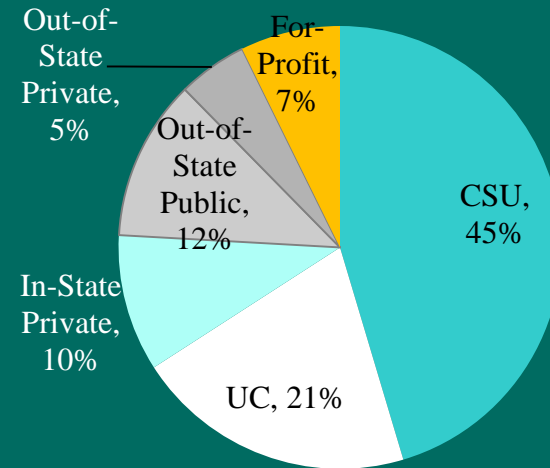


Only Half of Transfers are to UC or CSU Destination Varies by Race/Ethnicity

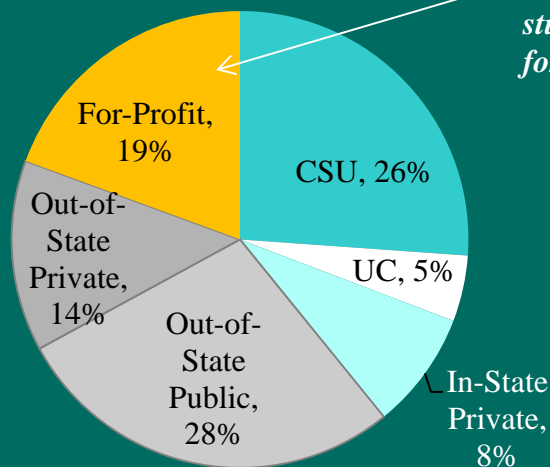
White Transfer Students



API Transfer Students

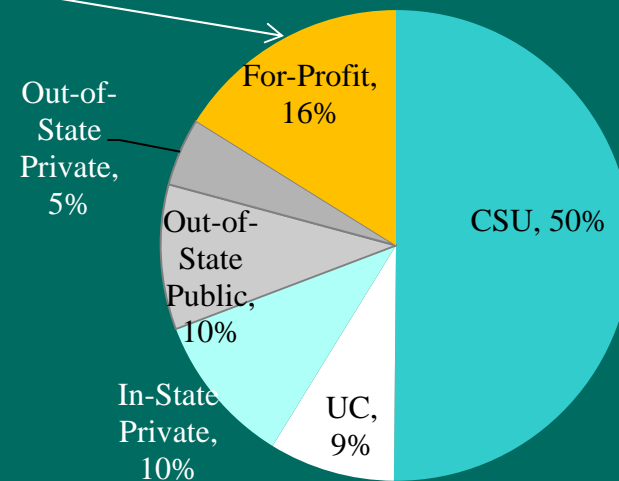


Black Transfer Students



Black and Latino students twice as likely as white and API students to enroll in a for-profit institution

Latino Transfer Students



What Works – Integrated Student Support Services

- Students don't do optional
- Intensive, integrated support services work
 - Evidence from “boutique” programs
- Student success courses, orientation - improve outcomes (IHELP data)
- Student services important for today's students

Black, Latino, and first-generation students more likely than others to report that their persistence and success are affected by:

- Programs and services available to help them navigate college
- Availability of financial aid
- Others wanting them to succeed / caring about them
- Access to academic supports
- Working with a diversity of students; connections to peers
- Feeling that their contributions are valued on campus

Source: RP Group, *Using Student Voices to Redefine Support: What Community College Students Say Institutions, Instructors and Others Can Do to Help them Succeed*

Policy



- Why it matters?
- What's happening?
- What's not happening?

Why Policy Matters to Practitioners

- Rules, incentives, expectations
- Replication and scale
- Student-centered consistency

Policy can work *for* colleges

- Examples
 - California
 - Other states



Problematic Policies – California

Incentives:

- **Enrollment-based funding** discourages support for high-cost, high-value programs, especially CTE
- **Multiple student service categoricals** with myriad compliance requirements discourage holistic approaches to serving students

Replication/Scale:

- **Policy on prerequisites** impedes contextualized basic skills instruction
- **Lack of authority of Chancellor's Office** impedes systemic change in a variety of areas (e.g., basic skills, career pathways)

Consistency:

- **Lack of skill/competency standards for CTE programs** devalues credentials because employers don't know what they mean
- **Variable policies on concurrent enrollment and dual credit** give students inequitable access to college courses and college credit

Innovation at Scale – Through State Policy

Tennessee – part of Complete College Act

- All public community colleges and universities have agreed on lower division course requirements fulfilling an AA/AS area of emphasis and BA/BS major in 38 majors; transfer honored accordingly

North Carolina – Developmental Education Initiative

- State-policy initiative redesigned developmental education. Math taught in 9 one-credit modules – students take only what they need; for English, students place in a one-semester course of varying intensity or co-enroll in a dev ed class linked to first college-level English class.

Washington – I-BEST

- Systemwide policy for bridging Adult Basic Ed and ESL students with for-credit instruction in career programs; involves enhanced funding to support team teaching by dev ed and content faculty

Policies - College and Career Readiness

- What's happening
 - Common Core State Standards – aligned assessments
 - Toward more common assessment (in the interim)
 - K-12 accountability to include college/career readiness (SB1458)
- What's not happening
 - Common core does not address “career readiness,” or “habits of mind” attributes of college/career readiness
 - Concurrent enrollment – no systemwide coherence

Policies - Early Momentum

- What's happening
 - Direct more students to assessment
 - Enrollment priorities
 - Encourage full-time enrollment (financial aid info)
 - Easier adoption of prerequisites
 - Governor: require FAFSA for fee waiver
- What's not happening
 - Support for *systemic* basic skills reforms, e.g., acceleration, modules
 - Requiring first term remediation, if needed
 - Address basic skills for CTE
 - Fee structures to discourage low-unit and sporadic enrollment patterns

Policies - Clear Goals and Pathways

- What's happening
 - Education plans, registration priority, declaration of course of study
 - Associate degrees for transfer
- What's not happening
 - Programmatic focus to “education plan”
 - CTE – associate degree pathways
 - CTE – consistent certificate pathways
 - Pathways from non-credit to credit
 - Stable/equitable funding for career pathways (SB70 grants)
 - Program-centric planning and accountability

Policies - Integrated Support Services

- What's happening
 - New “Student Success and Support Program”
- What's not happening
 - \$\$ for “Student Success and Support Program”
 - Addressing student services as core function
 - Streamlining categorical programs
 - Remove arbitrary constraints on student services expenditures (50% law)
 - More flexibility in who can provide “counseling”

Policies - Align Resources with Goals

- What's happening
 - Focus on core missions through enrollment priority
 - CTE – regional priorities by industry sector
 - Incentivize successful *student* behaviors
 - Assessment, orientation, ed plans
 - Discourage excess units
 - Penalize excessive academic probation
 - BOG fee waiver requires academic progress
- What's not happening
 - Integrate student success into core funding – get beyond categorical “restoration” approaches
 - Incentives for *colleges* to engage in successful behaviors
 - Fee policy to increase federal and other revenues

Tuition Revenue is Minimal Compared to Other States

Share of Education & Related Spending Covered by Net Tuition Revenue, California Compared to National Average—2009 Data

	Public Research Institutions	Public Masters Institutions	Public Associates Institutions
<i>California</i>	40%	38%	12%
<i>National Average</i>	52%	49%	32%

State & Local Appropriations and Net Tuition Revenue (in Dollars per FTES)—2009 Data

	Public Research Institutions	Public Masters Institutions	Public Associates Institutions
<i>California</i>			
State & Local Appropriations	\$10,098	\$6,581	\$7,754
Net Tuition Revenue	\$8,710	\$4,974	\$1,023
Total	\$18,808	\$11,555	\$8,777
<i>National Average</i>			
State & Local Appropriations	\$8,868	\$6,416	\$6,645
Net Tuition Revenue	\$8,030	\$5,923	\$3,118
Total	\$16,898	\$12,339	\$9,763

Source: Delta Cost Project Data as reported in IHELP, *Dollars and Sense*, 2011

Policies – Data

- What's happening
 - New college scorecards
 - Broader definition of “degree seeking”
 - Breakdowns by race/ethnicity and others
 - Remedial progress rate
 - CTE completion rate
- What's not happening
 - No data on who *needs* remediation
 - No data on academic *programs*

College Practices



Institutional Practice - College and Career Readiness

- Clear messages to prospective students about standards for readiness
- Towards common assessment within the system
 - At least within districts and regions
- Concurrent enrollment – work with high schools
 - Santa Barbara has made it a major priority

Institutional Practice - Early Momentum

- Help students understand potential benefits of full-time attendance (financial aid, completion chances)
- Encourage successful enrollment behaviors
 - Prompt enrollment in English and math (offer needed sections)
 - On-time registration
 - Limited course dropping
 - Continuous enrollment (no stopping out)
- Alternative approaches to basic skills
 - Use high school GPA (Long Beach)
 - Acceleration (Chabot, Los Medanos)
- Address proficiency standards for certificates

Acceleration – Key Principles (*Game Changers Series*)

1. Help students avoid dev ed whenever possible
2. Revise dev ed curriculum to shorten sequence, align with transfer and CTE coursework, increase rigor
3. Provide additional student supports integrated with courses
4. Provide remediation simultaneously with courses that lead to credentials
5. Customize and contextualize remediation along academic and career pathways
6. Monitor progress at regular intervals based on competency, not seat time

Institutional Practice – Structure and Pathways

- Implement SB1440 degrees
- Ensure well structured programs
 - LA Trade Tech implementing program of study model
- Encourage faculty to work within the region to achieve consistency across similar programs
- Track student progress by program
 - Strengthen program reviews
- Address class schedule by programs, not course enrollments

Structured Pathways – Key Findings

Game Changers Series

1. Present students with clear choices – goals
2. Balance prescription with flexibility
3. Ensure pathways are integrated (students reported some feel ad hoc)
4. Provide supports for students to explore career pathways – and require students to update plans periodically
5. Monitor student progress along pathways

Institutional Practice - Student Support

- Integrate student support and academics
 - Embed support in departments/classrooms
 - Restructure to remove silos – Santa Barbara
 - Foster collaboration of instruction and student services staff
- Integrated “student success centers”
 - “One-stop”

Game Changer Series
On Building Culture of Collaboration

“The key is changing the culture. You have to first build the culture that can support integration and not the other way around. A strategy works narrowly, but if you work on culture, then you can sustain integration. To do that, you first have to bring everyone together by being inclusive...and value the opinions of the staff on the front lines. So we are saying that the perspective of the student support services staff is as important as that of faculty.”

(Valencia College)

Game Changer Series On Reorganizing

“I thought we did well before we did integration, but I have realized there is so much to learn if you are part of one unit. You don’t understand the ramifications of decisions for the other side unless you are integrated. Our structural shift allows for that growth and continuation and leads to much better decisions than siloed structures.”

(Santa Barbara)

Institutional Practice - Align Resources

- Move personal enrichment to community education?
- Optimize class schedule around students' need for classes (could use ed plans)
 - Are MOOCs the only answer to lack of capacity?
- Realize the potential of CTE – tailor programs to need
 - 7% of fields enroll *half* of students
 - 6% of fields produce *more than half* of credentials
- Learn about new approaches to funding:
 - Put money where needs are
 - Fund access and success
 - Reward whatever goals are deemed important!

Institutional Practice - Using Data

- Study progression of cohorts – *where* students get stuck
 - Use intermediate points (milestones)
- Figure out *why* student get stuck
 - Analyze enrollment patterns and services
- Set goals for improvement
- Understand policy and get involved
- Make success matter
 - Support and reward innovators
 - Use campus resources to reward success



Recommended Template for Cohort Analysis



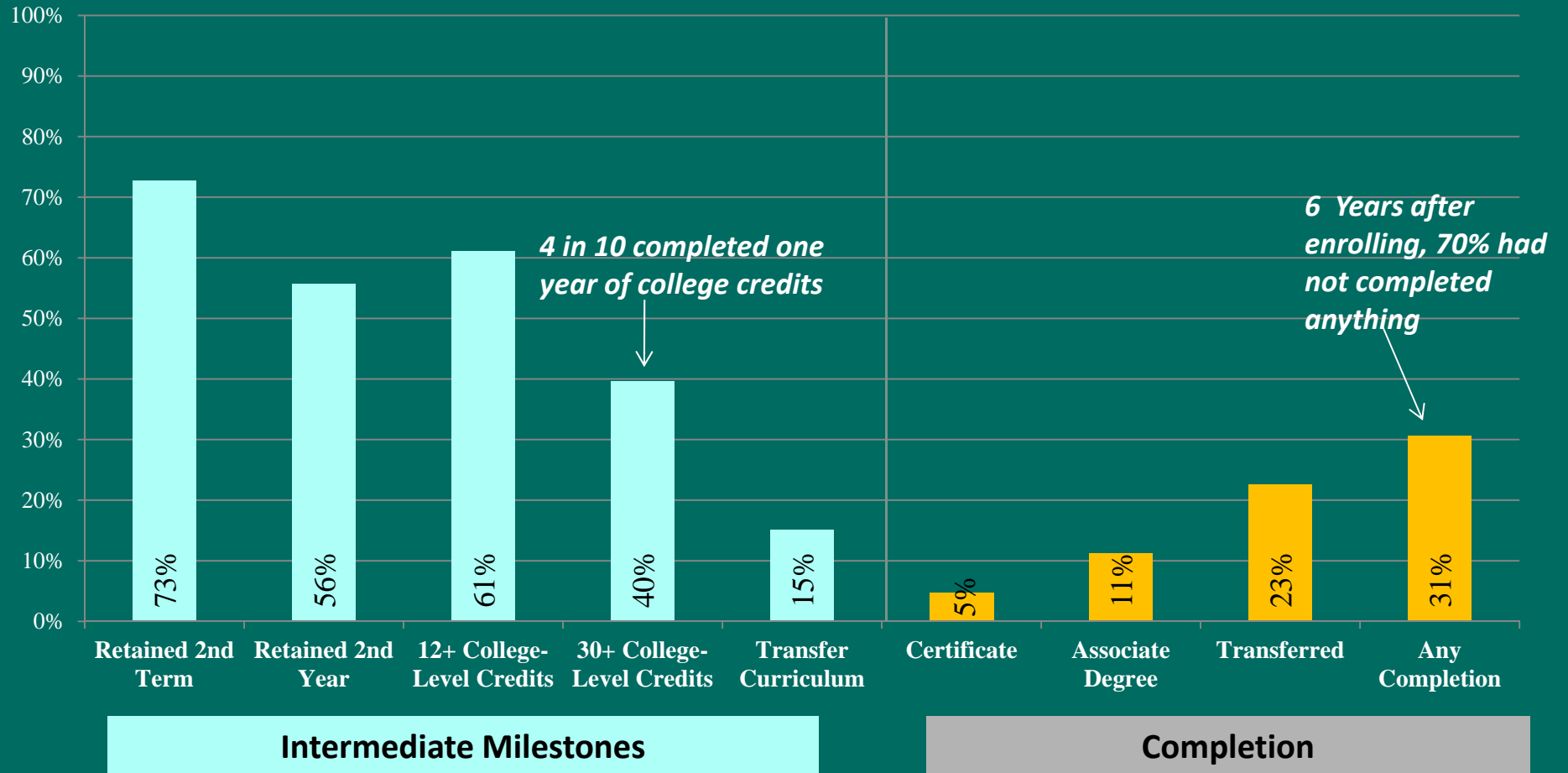
Milestones:

- 2nd term retention
- 2nd year retention
- 12+ college credits
- 30+ college credits
- Transfer curriculum
- Certificate
- Associate degree
- Transfer – with curriculum
- Transfer – without curriculum

Enrollment Patterns:

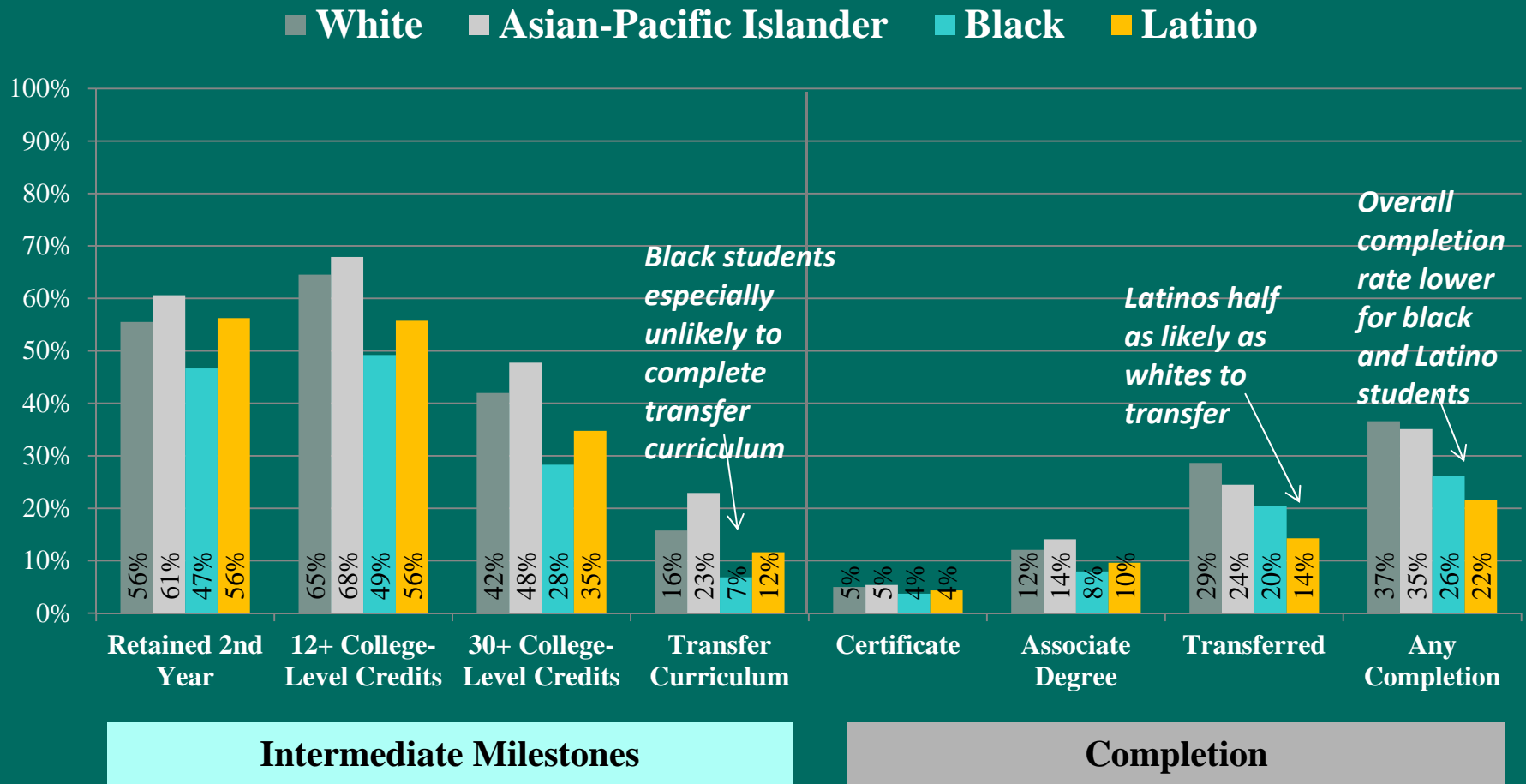
- Attend full time in first term
- Take college success course
- Enroll continuously
- Pass college math w/in 2 yrs
- Pass college Engl. w/in 2 yrs
- Complete 20+ credits in first yr
- Earn summer credits
- % course withdrawals
- % course late registration

Student Intermediate Progression on the Road to Degree Completion



Note: students can be double-counted in the certificate, associate degree, and transfer measures

Latino and Black Students Less Likely than White and Asian Students to Reach Milestones



Note: students can be double-counted in the certificate, associate degree, and transfer measures

Patterns of Enrollment Provide Clues for Improvement

All Degree Seekers
(N = 247,493)

Passed at Least One College-Level
Math Course within 2 Years (17%)

Did NOT Pass College-Level
Math within 2 Years (83%)

No Math Courses Taken
Within 2 Years, (51%)

Enrolled in at Least
One Math Course (49%)

Assessment,
placement, advising,
registration policies -
to encourage early
enrollment in math

Enrolled Only in
Remedial Math (64%)

Enrolled in College-Level
Math, 124 (36%)

Innovations in basic skills
(e.g., diagnostic
assessments, modular
coursework) to reduce time
in remediation

Limits on course
drops, early alert
programs, tutoring,
other academic
supports

On average, these students:

- Enrolled in 2 CL math courses
- Dropped 65%
- Failed 35%



A Vision of Success – Well on the Way

- Better prepared students
 - Starting out strong
 - With clear goals and directions
 - Getting the support they need

Resources dedicated to success, based on data



Stronger political support as success
breeds success and brings resources





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Series of reports on community college student success:

Rules of the Game, February 2007

Beyond the Open Door, August 2007

Invest in Success, October 2007

It Could Happen, February 2008

Crafting a Student-Centered Transfer Process in CA, August 2009

Steps to Success, October 2009

Divided We Fail, October 2010

The Road Less Traveled, 2011

Sense of Direction, 2011

Career Opportunities (four parts), 2012-2013